

Washington seems to be an acronym, and this acronym, “NEWBORN,” stands for “Nationally Enhancing the Wellbeing of Babies through Outreach and Research Now.”

It is so important that we give children an opportunity to live and mothers and fathers an opportunity to see their children born and have a chance. My parents lost a child at about 4 months of age in 1946. They never got over it. There are so many people who have lost children, and it is something that stays with you forever.

In my particular city of Memphis—while we talked about the United States’ rate, we know it is too high no matter what it is and how you keep statistics—the city of Memphis has one of the highest infant mortality rates in the Nation. It is said to be second by the CDC among the 60 largest urban areas in the year 2002. In one particular ZIP code in my district, 38108, in the year 2007—it’s in north Memphis, a predominately low-income African American neighborhood. I say predominately; it’s an entirely low-income African American neighborhood—had an infant mortality rate of 31 deaths per 1,000 live births. That is almost five times the Nation’s 2007 rate of seven deaths per 1,000 live births. And that ranks 38108 as worse than the developing nations of Iran, Indonesia, Nicaragua, El Salvador, Syria, and Vietnam in infant mortality for that year.

It’s an issue that can strike people of any race, but it is divided largely along racial lines, and there’s a great racial disparity. The Office of Minority Health at the CDC has found that African Americans have 2.4 times the infant mortality rate than whites, that African Americans are four times as likely to die as infants due to complications related to low birthweight when compared to white infants. The CDC study found that African American mothers were 2.5 times more likely than white mothers to begin prenatal care in their third trimester or not receive prenatal care at all. That’s where a lot of research and outreach can be done, particularly the outreach. That is why the NEWBORN bill is so needed, and that is why our office decided to make this our top priority.

My chief of staff, Marilyn Dilihay; my district director, Randy Wade; and our whole team met in Memphis. Brittany Johnson, who is my legislative director in the area of health care, and my legislative director, Reisha Phills, the whole office worked on the issue and we brought it as a bill. But we also had it included in the health care bill that passed this House. And it was featured in the Speaker’s bullet points about what it could possibly do for infant mortality. This would be the largest outreach program the Federal Government has ever engaged in. It’s an authorization to find answers for the problem of infant mortality.

Of course, because of the situation of the politics in the Senate and because we had to go to reconciliation, there

wasn’t a conference committee, and this part of the health care bill wasn’t included because the Senate didn’t have it, and reconciliation didn’t allow consideration of proposals like this that didn’t add to or decrease from the budget. This was an authorization. So it didn’t make it through the final phase because of what happened in Massachusetts, and that hurt us in what could be an important step forward for mothers and children.

We hope that the bill will pass here today and that the Senate will pick it up. We hope Senator MIKULSKI or Senator DODD or somebody will help us with it, or Senator HARKIN, and see that it gets through the Senate and the authorization is approved.

It will authorize the Secretary of the Department of Health and Human Services to award 5-year-long grants to 15 municipalities or States to create infant mortality pilot programs. The legislation sets forth guidelines on what practices the pilot programs may employ in their quest to lower the infant mortality rate of the area they serve, and those include outreach to at-risk mothers, increased access to educational clinic services for pregnant women or potential mothers and families.

The language suggests each program provide infant care counseling, postpartum care, additional care for at-risk mothers, a rural outreach program, and a public education program.

All of these can save money in the long run in health care because some of the most expensive treatment rendered is for premature babies, and care in these particular ages of life can be very expensive. And if we can have better prenatal care and less problems, not only is it the right thing to do in every way possible, but it also saves money.

It is my hope that those entities who apply for this funding will do so in conjunction with existing local, private, and not-for-profit groups that have already involved themselves in the fight against infant mortality. And there are several in Memphis that have done that. Our Governor, Phil Bredesen, and our city mayor and county mayor, A C Wharton, have headed up programs in our community, and our county mayor, Mark Luttrell, is continuing them.

The cultivation of partnerships between local leaders is essential in order to ensure the problem is addressed in as efficient a manner as possible.

I introduced the NEWBORN Act because of the number of devastating instances of infant mortality in Memphis, but I hope its passage and eventual enactment will help the incalculable number of people across the country who are possibly at risk to lose a child or grandchild in the years to come.

Again, I thank Mr. PALLONE and the other Members, particularly Mr. WAXMAN, for their help in getting this bill to the floor, and I hope that we will have the help in the Senate that the mothers, children, and grandchildren in this Nation deserve.

□ 1650

Mr. WHITFIELD. Mr. Speaker, I urge all Members to support this legislation, and I thank the gentleman from Tennessee (Mr. COHEN) and others who worked hard on this legislation.

I yield back the balance of my time. Mr. PALLONE. Mr. Speaker, I urge that the bill pass, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from New Jersey (Mr. PALLONE) that the House suspend the rules and pass the bill, H.R. 3470, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. PALLONE. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair’s prior announcement, further proceedings on this motion will be postponed.

#### TRAINING AND RESEARCH FOR AUTISM IMPROVEMENTS NATIONWIDE ACT OF 2010

Mr. PALLONE. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 5756) to amend title I of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 to provide for grants and technical assistance to improve services rendered to children and adults with autism, and their families, and to expand the number of University Centers for Excellence in Developmental Disabilities Education, Research, and Service, as amended. The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 5756

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION 1. SHORT TITLE.

This Act may be cited as the “Training and Research for Autism Improvements Nationwide Act of 2010” or the “TRAIN Act of 2010”.

#### SEC. 2. UNIVERSITY CENTERS FOR EXCELLENCE INITIATIVES ON AUTISM SPECTRUM DISORDERS.

(a) IN GENERAL.—Subtitle D of title I of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (42 U.S.C. 15061 et seq.) is amended—

(1) by inserting before section 151 the following:

#### “PART 1—GENERAL GRANT PROGRAMS FOR UNIVERSITY CENTERS FOR EXCELLENCE”

; and

(2) by adding at the end the following:

#### “PART 2—UNIVERSITY CENTERS FOR EXCELLENCE INITIATIVES ON AUTISM SPECTRUM DISORDERS

#### “SEC. 157. AUTISM SPECTRUM DISORDERS INITIATIVE GRANTS AND TECHNICAL ASSISTANCE.

“(a) GRANTS.—

“(1) IN GENERAL.—The Secretary shall award multiyear grants for the purpose described in paragraph (2) to University Centers for Excellence in Developmental Disabilities Education, Research, and Service

that are funded under part 1 and engaged in the core functions described in section 153(a)(2).

“(2) PURPOSE.—The purpose described in this paragraph is to provide individuals with interdisciplinary training, continuing education, technical assistance, and information for the purpose of improving services rendered to children and adults on the autism spectrum, and their families, to address unmet needs related to autism spectrum disorder. For purposes of the previous sentence, individuals shall include children and adults on the autism spectrum, families of such children and adults, health professionals (including allied health professionals), and vocational training and educational professionals.

“(3) APPLICATION REQUIREMENTS.—A University Center for Excellence in Developmental Disabilities Education, Research, and Service that desires to receive a grant under this section shall submit to the Secretary an application—

“(A) demonstrating that the Center has capacity to—

“(i) provide training and technical assistance in evidence-based practices to evaluate, and provide effective interventions, services, treatments, and supports to, children and adults on the autism spectrum and their families;

“(ii) provide individuals on the autism spectrum, and the families of such individuals, opportunities to advise and direct activities under the grant to ensure that an individual-centered, and family-centered, approach is used;

“(iii) share and disseminate materials and practices that are developed for, and evaluated to be effective in, the provision of training and technical assistance; and

“(iv) provide training, technical assistance, interventions, services, treatments, and supports under this section statewide;

“(B) providing assurances that the Center will—

“(i) provide trainees under this section with an appropriate balance of interdisciplinary didactic and community-based experiences; and

“(ii) provide to the Secretary, in the manner prescribed by the Secretary, data regarding the number of individuals who have benefited from, and outcomes of, the provision of training and technical assistance under this section;

“(C) providing assurances that training, technical assistance, dissemination of information, and services under this section will—

“(i) be consistent with the goals of this Act, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act, and the Elementary and Secondary Education Act of 1965;

“(ii) supplement, and not supplant, activities funded under this subtitle (other than this section);

“(iii) be planned and designed with the participation of individuals on the autism spectrum and the families of such individuals; and

“(iv) be conducted in coordination with relevant State agencies, institutions of higher education, and service providers; and

“(D) containing such other information and assurances as the Secretary may require.

“(4) AMOUNT OF GRANTS.—The amount of a grant to a University Center for Excellence in Developmental Disabilities Education, Research, and Service for a fiscal year under this section shall be not less than \$250,000.

“(b) TECHNICAL ASSISTANCE.—The Secretary may reserve not more than 2 percent of the amount appropriated to carry out this section for a fiscal year to make a grant to

a national organization with demonstrated capacity for providing training and technical assistance to—

“(1) assist in national dissemination of specific information, including evidence-based best practices, from interdisciplinary training programs, and when appropriate, other entities whose findings would inform the work performed by University Centers for Excellence in Developmental Disabilities Education, Research, and Service awarded grants under this section;

“(2) compile and disseminate strategies and materials that prove to be effective in the provision of training and technical assistance so that the entire network can benefit from the models, materials, and practices developed in individual centers;

“(3) assist in the coordination of activities of grantees under this section;

“(4) develop a (or enhance an existing) Web portal that will provide linkages to each of the individual training initiatives and provide access to training modules, promising training, and technical assistance practices and other materials developed by grantees;

“(5) serve as a research-based resource for Federal and State policymakers on information concerning the provision of training and technical assistance for the assessment, and provision of supports and services for, children and adults on the autism spectrum;

“(6) convene experts from multiple interdisciplinary training programs, individuals on the autism spectrum, and the families of such individuals to discuss and make recommendations with regard to training issues related to assessment, interventions, services, treatment, and supports for children and adults on the autism spectrum; and

“(7) undertake any other functions that the Secretary determines to be appropriate.

“(c) AUTHORIZATION OF APPROPRIATIONS.—To carry out this section, there are authorized to be appropriated \$17,000,000 for each of the fiscal years 2012 through 2016.

#### “SEC. 158. CAPACITY BUILDING GRANTS.

“(a) GRANTS.—The Secretary shall award multiyear grants to not more than 4 University Centers for Excellence in Developmental Disabilities Education, Research, and Service described in paragraph (1) of section 157(a) to—

“(1) collaborate with minority institutions to—

“(A) provide services described in such section to individuals on the autism spectrum who are from racial and ethnic minority populations and to their families; and

“(B) conduct research and education focused on racial and ethnic minority populations; and

“(2) build capacity within such institutions to enable such institutions to apply to become University Centers for Excellence in Developmental Disabilities Education, Research, and Service capable of providing such services, research, and education.

“(b) APPLICABLE PROVISIONS.—The provisions of paragraphs (2) and (3) of section 157(a) shall apply with respect to grants under this section to the same extent and in the same manner as such provisions apply with respect to grants under section 157.

“(c) PRIORITIZATION.—In awarding grants under this section, the Secretary shall give priority to applicants that demonstrate collaboration with minority institutions that—

“(1) have demonstrated capacity to meet the requirements of this section and provide services to individuals on the autism spectrum and their families; or

“(2) are located in a State with one or more underserved populations.

“(d) AUTHORIZATION OF APPROPRIATIONS.—To carry out this section, there is authorized to be appropriated \$1,000,000 for each of the fiscal years 2012 through 2016.

#### “SEC. 159. DEFINITIONS.

“In this part:

“(1) The term ‘interventions’ means educational methods and positive behavioral support strategies designed to improve or ameliorate symptoms associated with autism spectrum disorder.

“(2) The term ‘minority institution’ has the meaning given to such term in section 365 of the Higher Education Act of 1965.

“(3) The term ‘services’ means services to assist individuals on the autism spectrum to live more independently in their communities.

“(4) The term ‘treatments’ means health services, including mental health services, designed to improve or ameliorate symptoms associated with autism spectrum disorder.”.

(b) CONFORMING AMENDMENTS.—(1) Such subtitle is further amended—

(A) in section 152(a)(1), by striking “subtitle” and inserting “part”;

(B) in section 153(a)(2)(D), by striking “subtitle” and inserting “part”;

(C) in each of subparagraphs (B) and (D) of section 154(a)(3), by striking “subtitle” and inserting “part”;

(D) in each of paragraphs (1) and (3) of section 154(d), by striking “subtitle” and inserting “part”;

(E) in each of subsections (a)(1) and (b) of section 156, by striking “subtitle” and inserting “part”.

(2) The table of contents in section 1(b) of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 is amended—

(A) by inserting before the item relating to section 151 the following:

“PART 1—GENERAL GRANT PROGRAMS FOR UNIVERSITY CENTERS FOR EXCELLENCE”

; and

(B) by inserting at the end of the items relating to subtitle D of title I the following:

“PART 2—UNIVERSITY CENTERS FOR EXCELLENCE INITIATIVES ON AUTISM SPECTRUM DISORDERS

“Sec. 157. Autism spectrum disorders initiative grants and technical assistance.

“Sec. 158. Capacity building grants.

“Sec. 159. Definitions.”.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from New Jersey (Mr. PALLONE) and the gentleman from Kentucky (Mr. WHITFIELD) each will control 20 minutes.

The Chair recognizes the gentleman from New Jersey.

#### GENERAL LEAVE

Mr. PALLONE. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material in the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from New Jersey?

There was no objection.

Mr. PALLONE. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in strong support of H.R. 5756, the Training and Research for Autism Improvements Nationwide Act of 2010, or the TRAIN Act, as it is called.

The TRAIN Act builds upon the important work of University Centers for Excellence in Developmental Disabilities Education, Research, and Service, or the acronym UCEDD, in addressing the needs of individuals with developmental disabilities.

H.R. 5756 authorizes targeted grants to support interdisciplinary training, continuing education, and technical assistance for children and adults on the autism spectrum, as well as their families. The Centers for Disease Control and Prevention has stated that autism spectrum disorders are an urgent public health concern. Autism affects an estimated 1 in 110 children nationwide, and there are currently no cures for autism. However, research shows that early intervention services can greatly improve the development of children with autism. H.R. 5756 also seeks to promote the expansion of the UCEDD network to include minority-serving institutions. This parallels a 2009 effort to support partnerships between the existing UCEDDs and minority-serving institutions for all forms of developmental disabilities.

UCEDDs play a critical role in providing a range of training activities and services, and in building capacity within communities. Experts and advocates have called for increased funding to ensure that these centers can continue their important work and meet the needs of people with developmental disabilities, particularly those with autism.

It is also important not to lose sight of people from diverse backgrounds who oftentimes face greater challenges than others with autism in accessing services.

Mr. Speaker, I am pleased that we have an opportunity today to consider a bill that both supports the efforts of UCEDDs and works to ensure that we do all that we can for people with and directly affected by autism.

I want to mention that Representative DOYLE has been a tireless advocate for autism issues. He is the bill's sponsor, and he current chairs the Congressional Autism Caucus, along with CHRIS SMITH from my State, who I see on the floor, and I want to commend Representative DOYLE for his work on this bill and for his leadership on this issue.

If I could add, personally, during the August recess, I met on one occasion with a large group of families of children with autism, and I was amazed at how few services are available. Obviously anything like this that makes a difference for them and other children with autism and their families is really significant. I also want to recognize and thank Ranking Member SHIMKUS and Ranking Member BARTON for working with Chairman WAXMAN and myself to bring this bill to the floor. I urge my colleagues to support this bill.

I reserve the balance of my time.

Mr. WHITFIELD. I also want to thank Congressman DOYLE for his leadership on this issue.

Mr. Speaker, I yield 4 minutes to the gentleman from New Jersey (Mr. SMITH), who has been particularly involved in the issue of autism.

Mr. SMITH of New Jersey. I want to thank my good friend for yielding, and for his leadership. This is truly a bipar-

tisan issue, and I especially want to thank my good friend and colleague MIKE DOYLE. We are co-chairs of the Autism Caucus. It shows that bipartisanship still survives. And for a tremendous cause, a good cause like combating autism, it is great to join him in sponsoring this bill. He is the prime sponsor, and I am the principal cosponsor.

I believe it is accurate to say that the provisions of this bill are not only important but essential in providing tangible assistance to those with autism spectrum disorder and their families. Implementation of the TRAIN Act will significantly expand the ranks of qualified service providers, who are equipped with the knowledge and tools of state-of-the-science, evidence-based educational, medical, and social interventions.

Personally, Mr. Speaker, I became involved in autism as far back as 1982 when I first visited Eden Institute in Princeton. Coincidentally, Eden is breaking ground tomorrow on a new, uniquely designed autism school designed by Eden teachers who have utilized three decades of knowledge and best practices in teaching individuals with autism to reach their full potential. Huge gaps in the Federal response to autism came into sharp focus back in 1998 when I was visited by Bobbie and Billie Gallagher, the parents of two daughters with autism from my district who told me of their concern about a perceived explosion in the prevalence of autism in Brick Township. Rosemarie and Geoff Dubrowsky, whose son Daniel was diagnosed with autism as well in 1997, are another couple who told me of the realities of autism, and they were very concerned about this perceived spike.

I would note that at the time, Centers for Disease Control spent a paltry \$287,000 per year, straight line, 1995, 1996, 1997, and 1998. That doesn't even buy a desk, it is so little. Now we are up to \$22 million.

After meeting with these families and others, we initiated an investigation led by the CDC, and they confirmed that cases of autism were significantly higher than expected in Brick. But the evidence gathered indicated a larger, potentially nationwide prevalence problem. I then introduced a bill which was accepted by Chairman Mike Bilirakis as Title I of the Children's Health Act mandating increased surveillance. You can't fight something if you don't know the who, what, when, where, and even the why of it.

As established, the legislation created Centers of Excellence, and now we know that nationwide, autism affects 1 in every 110 children, 1 in 70 boys. Sadly, in my own State, it is even higher. Faced with this epidemic, MIKE DOYLE and I formed the Coalition on Autism Research and Education, which today has 157 members.

The legislation we are considering today, the TRAIN Act, offers an opportunity for us to do something with the

1.5 million individuals living with autism every day. The legislation authorizes grants to existing University Centers for Excellence in Developmental Disabilities Education, Research, and Service, or comparable entities, to provide individuals, including parents, vocational, educational, and health professionals, with interdisciplinary training, continuing education, technical assistance, and information for the purpose of improving services to children and adults with autism in their families.

The bill also provides for the establishment of up to four new university centers for developmental disabilities, giving priority to minority institutions or institutions that would serve currently underserved populations.

Another important provision is the selection of a nationwide organization to disseminate nationally evidence-based best practices and other models, materials, and practices developed by the university centers, or from other sources, including development of a Web portal. People need to know the information because there is often a conflict about autism.

I urge Members to support this legislation. It is an excellent bill. It will help those who are afflicted.

Mr. PALLONE. Mr. Speaker, I now yield such time as he may consume to the sponsor of the bill, the gentleman from Pennsylvania (Mr. DOYLE).

Mr. DOYLE. Mr. Speaker, first I want to thank Chairman WAXMAN, Chairman PALLONE, Ranking Member JOE BARTON and Representative SHIMKUS, and my good friend and colleague, CHRIS SMITH, who for so many years has joined with me as we tried to work on behalf of families who are dealing with this every day of their lives.

□ 1700

You know, as many of you know, autism has been the primary focus of my time here in Congress. Even though there is still much we don't know, in just the time that I've been here, we have seen light years' worth of improved understanding of the condition. One of the most important things we have learned is that early intervention works. That's why I have always appreciated that Chairman WAXMAN and Chairman PALLONE have worked with me during health care reform in making sure that plans in the exchange have included needed behavioral health benefits.

Among the many items that the House passed in our health reform bill that the Senate did not was a services training and research initiative for children and adults with autism, so we decided to introduce it as a standalone bill, H.R. 5756, the Training and Research for Autism Improvements Nationwide, or TRAIN Act. I am glad that it is on the House floor today.

Individuals on the autism spectrum often need assistance in the areas of comprehensive early intervention,

health, recreation, job training, employment, housing, transportation, and early, primary, secondary, and postsecondary education. With access to and assistance with these types of services and supports, individuals on the autism spectrum can live rich, full and productive lives. We know that services for youth who are on the autism spectrum and who are transitioning to adulthood are an especially pressing need.

Thanks to the reports from the GAO, we also know that there is a critical shortage of appropriately trained personnel across numerous important disciplines who can provide the services and supports to children and adults with autism spectrum disorders and related developmental disabilities and to their families. The bill, the TRAIN Act, will help this. This bill will help practicing professionals, as well as those in training, to become professionals, to get the most up-to-date practices, and to be informed by the most current research findings.

There is an urgent need to translate current and future research results into effective practices that can be implemented to support children and adults with autism spectrum disorders and related disabilities, including early intervention in preschool programs, in child care, in community schools, to health providers, to employment sites, in community living, and to first responders. This bill will do that, too.

I think it is important to note for my colleagues and I want them to know we are not re-creating the wheel. The bill is based on expanding and enhancing the network of University Centers of Excellence on developmental disabilities, known as Yoo-Seds. My colleagues should know that the bill helps minority-serving institutions gain the skillsets and resources to work with and to serve currently underserved populations. People like NFL star Rodney Peete's wife, Holly Robinson Peete, have helped others understand that autism doesn't know race and can affect any family.

You should also know that this bill is supported by groups like Autism Speaks, the Autism Society of America, self-advocates from the Autism Self-Advocate Network, and many other organizations. For those reasons, I ask my colleagues to vote "yes" on this bill.

Before I forget, I would like to thank Anne Morris with Chairman WAXMAN, Emily Gibbons with Chairman PALLONE, and Kenneth DeGraff on my staff for their hard work on this bill.

Thank you again, Chairman PALLONE. I hope you and I can continue to work on other items on the autism agenda, including a reauthorization of the CAA law.

Mr. WHITFIELD. I would just like to reiterate what the gentleman from Pennsylvania said, which is that early detection can make all the difference in the world. This legislation goes a long way in providing assistance and in aiding in early detection.

Mr. BURTON of Indiana. Mr. Speaker, I rise in support of the "Training and Research for Autism Improvements Nationwide Act" (H.R. 5756). Upon the diagnosis of only grandson, who is autistic, I took it upon myself to be active in promoting autism awareness and advocating more research for the disorder. I am also a member of the Congressional Autism Caucus. About twenty years ago, autism was considered a rare disease affecting about 1 in 10,000 children. Today, the Center for Disease Control and Prevention estimates that an average of 1 in 110 children in the United States are diagnosed with an Autism Spectrum Disorder (ASD) every year. ASD occur in all racial, ethnic, and socioeconomic groups, but are four times more likely to occur in boys than in girls. In my home state of Indiana, we experienced a 923% cumulative growth rate for autism from 1992–2003.

The "Training and Research for Autism Improvements Nationwide Act" is desperately needed in our country. Thousands of families living with autism on a daily basis have to cope in their own way and fight to find available resources and services for their children, or in the case of adult individuals with autism services to help them live independent and productive lives. All too often, there is little to no coordination between service providers, government agencies, and the medical/academic community who are researching and trying to unlock the mysteries of ASDs. The "Training and Research for Autism Improvements Nationwide Act" is a first step in filling these gaps.

Specifically, the "Training and Research for Autism Improvements Nationwide Act" would authorize the establishment of a new Federal program to provide technical assistance to improve services rendered to children and adults with autism, and their families and to expand the number of University Centers for Excellence in Developmental Disabilities Education, Research, and Service. Grants would go to University Centers for Excellence to provide individuals—including parents, health, allied health, vocational, and educational professionals—with interdisciplinary training, continuing education, technical assistance, and information to improve services provided to children and adults with autism and their families. The bill also authorizes grant money to a national organization to provide training and technical assistance to do the following: assist in the dissemination of information; develop a web portal; compile and disseminate materials for training and technical assistance so that the entire network can benefit from items developed at individual centers; and convene expert panels to exchange ideas and make recommendations that further training, assessment, interventions, services, and support for individuals living with autism.

Another grant would be awarded to not more than 4 new University Centers to facilitate outreach and collaboration with minority institutions.

I want to thank Representatives SMITH and DOYLE for working to bring this important bill to the House floor for a vote. As a member of the Coalition on Autism Research and Education also known as the Congressional Autism Caucus, I have worked closely with both Representative DOYLE and SMITH on autism awareness issues and I'm proud to join them in supporting this initiative. While I believe that the "Training and Research for Autism Im-

provements Nationwide Act" will go a long way to provide needed resources and information to families living with autism, I also believe that as a Nation we need to do more. This epidemic of autism is an immediate crisis to our education system, and our health care systems, our long-term housing and care system for the disabled.

Autism is a condition that can be treated to a degree but it has no known cure; it will not go away and neither should our efforts to research this disorder and aide American Families.

Autism is not bound or limited to the walls of a household. I believe that our Nation's educational, labor, housing, law enforcement and medical communities are currently ill-equipped and undertrained to handle this underrepresented generation of autistic individuals and that it is going to take a national commitment driven from the highest levels to marshal the necessary resources and energy to catch up. That is why I introduced legislation H.R. 3703 to require the President to call, not later than December 31, 2010, a White House Conference on Autism. Therefore, in addition to lending their support to the "Training and Research for Autism Improvements Nationwide Act", I am also urging all of my colleagues to join in cosponsoring H.R. 3703.

Mr. Speaker, I thank you for the opportunity to speak in support of both the "Training and Research for Autism Improvements Nationwide Act" and the "White House Conference on Autism Act of 2009."

Mr. WHITFIELD. I urge Members to support this legislation, and I yield back the balance of my time.

Mr. PALLONE. I urge the passage of the bill, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from New Jersey (Mr. PALLONE) that the House suspend the rules and pass the bill, H.R. 5756, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. BROUN of Georgia. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

#### COMBAT METHAMPHETAMINE ENHANCEMENT ACT OF 2010

Mr. PALLONE. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 2923) to enhance the ability to combat methamphetamine, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 2923

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION 1. SHORT TITLE.

This Act may be cited as the "Combat Methamphetamine Enhancement Act of 2010".